

Motivating Factors Influencing the Needs for Self-Development of Northern Agriculture and Forestry College Personnel in the Lao People's Democratic Republic

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Abstract

This research study aims to examine the levels of motivational factors, the self-development needs of personnel at the Northern Agriculture and Forestry College, and the influencing of motivational factors on their self-development needs. A quantitative research methodology was employed, with a population comprising all 63 personnel affiliated with the Northern Agriculture and Forestry College. A questionnaire using a rating scale, and data were analyzed using percentage, mean, and standard deviation, and motivational factors were examined using multiple linear regression analysis. The findings revealed that the overall level of motivational factors for self-development was high ($\mu = 4.00$), while the overall level of self-development needs was also high ($\mu = 4.00$). Furthermore, five predictor variables were identified as having a significant influence on the self-development needs of personnel: achievement, work itself, responsibilities, advancement, and salary and benefits. These factors collectively accounted for 52.80% of the variance in self-development needs among personnel at the Northern Agriculture and Forestry College in the Lao People's Democratic Republic.

Keywords: Motivating Factors, Self-Development, Northern Agriculture and Forestry College, Lao PDR.

Introduction

Human resource development is a critical factor contributing to national progress, particularly in developing countries such as the Lao People's Democratic Republic (Lao PDR), where significant constraints remain in enhancing the capabilities of personnel in the public and education sectors [1]. Key challenges include limited budgets for training, further education, and staff development; management systems that do not sufficiently support continuous professional growth; and the absence of systematic strategies to foster motivation and enthusiasm for self-directed learning and development. Although the Lao government has implemented civil service reform policies and emphasized capacity building, in practice, the development of personnel - especially in regional educational institutions - remains uneven. Many staff members lack access to adequate training opportunities and are unable to keep pace with the evolving demands of economic, technological, and environmental change. Furthermore, constraints related to motivation, such as unclear pathways for career advancement and insufficient welfare provisions, continue to undermine sustained efforts in self-development [2].

Given the aforementioned reasons, self-development among personnel is regarded as a crucial mechanism for enhancing work performance and driving organizations toward the successful achievement of their goals. Self-development not only contributes to improved work outcomes but also serves as a process that enhances skills, expertise, and attitudes across all organizational levels [3], aligning them with the institution's long-term vision and strategic direction. This is particularly significant in the context of the Lao People's Democratic Republic, which is undergoing civil service and educational reform. Human resource development has therefore emerged as a key strategic priority for the state. According to human resource development theory [4], the process of self-development can be categorized into three main forms: (1) training, which focuses on acquiring skills for immediate application in current job functions; (2) further education, which prepares personnel to take on future roles and responsibilities; and (3) self-directed learning, which emphasizes personal motivation and the pursuit of new knowledge independently. These approaches are highly relevant to the needs of educational institutions in Laos, especially regional institutions such as the Northern Agriculture and Forestry College, which plays a critical role in producing skilled professionals in the fields of agriculture and forestry. Despite its significance, the college continues to face persistent challenges in systematically developing its personnel.

Simultaneously, motivation and individual needs are critical factors influencing self-development in the context of professional performance, particularly within the Lao People's Democratic Republic, a country currently undergoing administrative and educational

reforms aimed at improving both structural and qualitative dimensions. The capacity of institutions to achieve sustainable success increasingly depends on their ability to foster continuous self-development among personnel through mechanisms that align with individual motivations and personal growth aspirations. Self-development serves not only as a pathway for enhancing professional competencies and expertise, but also as a catalyst that encourages employees to realize their full potential in achieving organizational goals. As explained by Ariyasal [5], Motivation and personal needs are inherently interconnected; when personnel possess clear development goals and are adequately supported, they are more likely to pursue self-improvement with commitment and purpose. This concept aligns with the Two-Factor Theory proposed by Herzberg et al. [6], which distinguishes between motivators and hygiene factors. Key motivators such as achievement and recognition are particularly influential in prompting individuals to engage in self-development. When employees succeed in their tasks and receive recognition for their contributions, they tend to experience job satisfaction and are more inclined to continue improving themselves [7]. Additionally, the nature of one's job can stimulate learning and adaptation, as complex or dynamic roles often demand continuous skill acquisition [8]. Furthermore, responsibility and opportunities for career advancement serve as powerful motivators, encouraging personnel to acquire new skills and pursue professional growth [9]. Moreover, access to developmental and learning opportunities is a direct motivational factor that significantly enhances one's desire for self-improvement. When institutions provide avenues for training, further education, or skills enhancement, individuals are more likely to engage actively in learning. This, in turn, contributes to greater job performance and career progression, both of which are vital to institutional success and national development [10].

The Northern Agriculture and Forestry College (NAFC) plays a vital role in producing human resources in the fields of agriculture and forestry to support national development in the Lao People's Democratic Republic. To fulfill this role effectively [11], it is essential to promote a culture of comprehensive self-development among its personnel. This includes facilitating access to training programs, higher education opportunities, and self-directed learning. When staff members are provided with appropriate learning opportunities and resources, their motivation to perform effectively is significantly enhanced, which in turn contributes to the overall quality and performance of the institution. Conversely, insufficient support for self-development may adversely affect the quality of teaching and the institution's ability to advance the agricultural and forestry sectors both of which constitute critical foundations of the national economy. Therefore, it is imperative to investigate the factors influencing personnel's self-development needs within the specific context of Laos [12]. Such findings

will serve as valuable input for evidence-based policymaking and targeted human resource management strategies, contributing to more effective and sustainable institutional development in the long term.

In light of these issues, this study aims to explore the motivational factors influencing the self-development needs of personnel at the Northern Agriculture and Forestry College (NAFC) in the Lao People's Democratic Republic. The study is guided by two primary objectives: (1) to examine the levels of motivational factors and self-development needs among NAFC personnel, and (2) to analyze which motivational factors significantly influence their self-development needs. The findings from this study are expected to provide critical insights for shaping human resource development strategies that are aligned with both the organizational and national contexts. Furthermore, the results can inform the design of systematic and sustainable personnel development policies, thereby enhancing the long-term capacity and effectiveness of educational institutions in Laos.

Objectives

- 1) To examine the levels of motivational factors and self-development needs among NAFC personnel.
- 2) To identify factors influencing their self-development needs.

Research Hypothesis

The motivational factors influencing the self-development of personnel at the Northern Agriculture and Forestry College (NAFC) include achievement, recognition, work itself, responsibility, advancement, salary and benefits. These factors have a significant influence on the self-development needs of NAFC personnel.

Methodology

This research is a quantitative Research Method. The research has been approved by the Human Research Ethics Committee of Maejo University, with the certification letter COA No. HS019/67. The research procedure is as follows:

Population determination, the population for this study consists of 63 personnel affiliated with the Northern Agriculture and Forestry College. All individuals in this population are government officials serving as instructors, with some also holding administrative positions within various faculties and offices. The institution comprises the following faculties and administrative offices: the Faculty of Crop Production, Faculty of Animal Science, Faculty of Fisheries, Faculty of Forestry, Faculty of Agricultural Business, and the Office of Academic

Administration and Development [13]. The data collection was conducted from August 2024 to September 2024.

Instruments used in research, the instrument used in collecting data for this research study was a questionnaire on motivational factors that influence the need for self-development of personnel of the Northern Agriculture and Forestry College, Lao People's Democratic Republic, 1 copy, which the researcher created by studying concepts, theories, and related research both domestically and internationally related to the variables to be studied. The questions were closed-ended questions, divided into 3 parts: Part 1, the questionnaire on the bio-social characteristics of personnel at the Northern Agriculture and Forestry College is a questionnaire created by the researcher to survey the basic information of the respondents. It is in the form of a checklist with a total of 6 questions, including gender, age, marital status, education level, work experience, and the organization to which they belong. Part 2, questionnaire on motivational factors for self-development of personnel of Northern Agriculture and Forestry College. The questionnaire is in the form of a Likert Scale with a rating scale method (Rating Scale Method) with 5 levels and 30 questions. It is divided into each area, achievement, recognition, work itself, responsibility, advancement, salary and benefits, and part 3 is a questionnaire on the needs of self-development of personnel of the Northern Agriculture and Forestry College. The questionnaire is a Likert Scale with a 5-level rating scale, with 15 questions, divided into 3 areas: training, continue education, and self-directed learning. The researcher used the criteria for dividing the scores in Part 2 and Part 3 according to Best's [14] model, dividing the criteria for interpreting the average scores into 3 levels: high, moderate, and low.

Instrument Quality Assessment, the researcher assessed the quality of the questionnaire by examining its content validity. The questionnaire items were developed based on a review of the relevant literature and were then evaluated by three experts to determine their consistency with the research objectives. All items showed an Index of Congruence (IOC) greater than 0.66. Reliability was assessed by conducting a try-out with 30 participants, and the internal consistency of the instrument was analyzed using Cronbach's Alpha Coefficient [15]. The reliability coefficients for all variables ranged from 0.80 to 0.91.

Data analysis: Data analysis in this study used SPSS version 29 to analyze statistical values as follows:

1) Descriptive statistics were used to analyze the socio-demographic characteristics, as well as the levels of motivational factors and self-development needs. The analysis included frequency distribution, percentage, min, max, mean, and standard deviation.

2) Analysis using inferential statistics to analyze motivational factors that influence the need for self-development of personnel of the Northern Agriculture and Forestry College by using the Multiple Linear Regression Analysis method with the Enter technique.

Results

Biosocial Characteristics of Personnel of Northern Agricultural and Forestry College

The majority of the respondents were male, 38 people or 60.32 percent. The majority were between 30 and 39 years old, 30 people or 47.6 percent. They were married, 54 people or 85.7 percent. The majority had a bachelor's degree, 34 people or 54 percent, and had work experience, mostly between 11 and 20 years, 37 people or 58.7 percent. The majority of the units they belonged to were in the Office of Academic Administration and Development, 17 people or 27 percent.

The Levels of Motivational Factors and Self-Development Needs of the Personnel at the Northern Agricultural and Forestry College

Levels of Motivational Factors for Self-Development

The levels of motivational factors for self-development of personnel at the Northern Agriculture and Forestry College, Lao People's Democratic Republic, consist of achievement, recognition, work itself, responsibility, advancement, salary and benefits. The analysis results are as follows:

Table 1. Displaying the Analysis Results of the Levels of Motivational Factors in Self-Development

Motivation Factors	Min	Max	μ	σ	Motivation Level
1. Achievement	2.40	4.80	4.10	0.48	High
2. Recognition	2.40	5.00	4.09	0.59	High
3. work Itself	2.60	5.00	4.04	0.54	High
4. Responsibility	2.60	5.00	4.26	0.50	High
5. Advancement	2.40	5.00	3.94	0.53	High
6. Salary and benefits	2.40	5.00	3.56	0.66	Moderate
Total	2.80	4.97	4.00	0.41	high

From Table 1, The findings indicate that the overall level of motivational factors among the respondents is high ($\mu = 4.00$, $\sigma = 0.41$), with a minimum and maximum value of 2.80 and 4.97, respectively. When analyzed by specific factors, it was found that the highest motivational factor was responsibility ($\mu = 4.26$, $\sigma = 0.50$), followed by achievement ($\mu = 4.10$, $\sigma = 0.48$) and recognition ($\mu = 4.09$, $\sigma = 0.59$). The factor with a moderate level was salary and benefits ($\mu = 3.56$, $\sigma = 0.66$)

Level of Self-Development Needs

The level of self-development needs of the personnel at the Northern Agriculture and Forestry College, Lao People's Democratic Republic, consists of three aspects: training, Continue education, and self-directed learning. The analysis results are as follows:

Table 2. Displaying the Analysis Results of the Level of Self-Development Needs

Self-development required	Min	Max	μ	σ	The level of self-development required
1. Training	2.60	5.00	4.60	0.46	High
2. Continue education	2.00	5.00	4.37	0.58	High
3. Self-directed learning	2.00	5.00	4.22	0.55	High
Total	2.20	5.00	4.40	0.43	High

From Table 2, The findings indicate that the personnel have a high overall level of self-development needs across all three aspects ($\mu = 4.40$, $\sigma = 0.43$). When analyzed by individual aspects, it was found that the highest level of self-development needs was in training ($\mu = 4.60$, $\sigma = 0.46$), followed by Continue education ($\mu = 4.37$, $\sigma = 0.58$), and lastly, self-directed learning ($\mu = 4.22$, $\sigma = 0.55$).

Motivational Factors Influencing the Self-Development Needs of Personnel at the Northern Agricultural and Forestry College

In this analysis of motivational factors that influence the need for self-development of personnel of Northern Agriculture and Forestry College, Lao People's Democratic Republic, the researcher used Enter Multiple Regression Analysis. The results of the analysis are as follows:

Table 3. Displaying the Analysis Results of the Motivational Factors Influencing the Need for Self-Development of Personnel at the Northern Agricultural and Forestry College

Motivation Factors	The requirements of self-development			t	p
	B	SE	β		
Constant values	2.244	0.402		5.580	0.000***
1. Achievement	.312	.118	.349	2.655	0.010**
2. Recognition	-.024	.100	-.033	-.242	0.810*
3. work Itself	.241	.115	.306	2.095	0.041

Table 3. Displaying the Analysis Results of the Motivational Factors Influencing the Need for Self-Development of Personnel at the Northern Agricultural and Forestry College (continue)

Motivation Factors	The requirements of self-development			t	p
	B	SE	β		
4. Responsibility	.288	.100	.336	2.871	0.006**
5. Advancement	-.443	.097	-.546	-4.553	0.000***
6. Salary and benefits	.146	.070	.224	2.070	0.043*

R = 0.727, R² = 0.528, Adjusted R Square = 0.477, F = 10.370, Sig = 0.000

* P < 0.05, ** P < 0.01, *** P < 0.001

From Table 3, it was found that the five independent variables, achievement, work itself, responsibility, advancement, and salary and benefits, collectively predicted the self-development needs of personnel at the Northern Agriculture and Forestry College, Lao People's Democratic Republic, with statistical significance at the 0.001 level. These variables accounted for 52.80% ($R^2 = 0.528$). of the variance in self-development needs of the personnel.

From the analysis results, the forecasting equation can be displayed as follows:

Raw score formula

$$Y = 2.244 + .312(XAch) - .024(XRec) + .241(XWI) + .288(XRes) - .443(XAd) + .146(XSB)$$

Standard score formula

$$Zy = .349(XAch) - .033(XRec) + .306(XWI) + .336(XRes) - .546(XAd) + .224(XSB)$$

Discussion

The researcher has categorized the conclusion and discussion of the study into the following key aspects:

The Level of Motivational Factors and Self-Development Needs of Personnel at the Northern Agriculture and Forestry College.

Level of Motivational Factors for Self-Development

The study found that the personnel at the Northern Agriculture and Forestry College exhibit a high level of motivation for self-development. This is because they recognize self-development as essential for enhancing work efficiency and keeping up with technological advancements and evolving work practices. These motivational factors drive personnel to continuously develop themselves to achieve the organization's objectives. Understanding

these motivations is crucial for fostering appropriate work behaviors. The discussion can be elaborated as follows:

1. Achievement, personnel at the Northern Agriculture and Forestry College exhibit a high level of motivation for self-development concerning work achievement. They are committed to improving themselves and striving for success in their work, demonstrating clear goals in their professional endeavors. This is particularly significant within the context of an institution focused on agricultural and forestry development, aligning with national policies. The strong motivation for self-improvement in their work reflects their desire to contribute to the advancement of the organization. Such motivation enhances work efficiency and drives the institution toward future success. These findings align with the study by Kunchot [16], which found that the overall motivation of personnel in Hat Yai Municipality, Songkhla Province, was high, particularly in the aspect of work achievement.

2. Recognition, personnel at the Northern Agriculture and Forestry College exhibit a high level of motivation for self-development in terms of recognition and respect. This strong motivation reflects their desire to be acknowledged by colleagues, supervisors, and the organization as competent individuals. Such recognition not only enhances their self-confidence but also increases their drive to perform well, leading to higher-quality work and contributing to the overall success of the organization. Additionally, this motivation encourages personnel to continuously improve their skills and capabilities in their professional roles. Therefore, fostering an environment where personnel receive recognition from the organization and society can effectively enhance their motivation to work, strengthening the institution and ensuring long-term success. These findings align with the study by Prapraphittham [17], which examined factors influencing work performance among personnel at the Office of the President, Kasetsart University, and found that recognition was a highly significant motivational factor.

3. Work Itself, personnel at the Northern Agriculture and Forestry College place great importance on the nature of their work. Their high level of concern regarding job characteristics reflects their desire to engage in tasks that align with their skills and expertise. Additionally, they seek work that is creative, challenging, and conducive to continuous self-development. When personnel are assigned roles that match their competencies, they can fully utilize their skills, knowledge, and experience, ultimately increasing their motivation to work. This alignment between job roles and individual capabilities enhances work efficiency and contributes to the overall development of the organization, as well as the agricultural and forestry sectors of the country. These findings are consistent with the study by Kanjanakas et al. [18], which examined motivational factors influencing work efficiency among personnel at the Non-Kok Subdistrict Administrative Organization, Kaset Sombun District, Chaiyaphum

Province, and found that job characteristics were a highly significant motivational factor.

4. Responsibility, personnel at the Northern Agriculture and Forestry College exhibit a high level of motivation for self-development in terms of responsibility in their work. This strong motivation reflects their awareness of their roles and duties, as well as their commitment to performing assigned tasks effectively. A key factor contributing to this motivation is the autonomy given to personnel in planning and determining their course of action. This independence enables them to fully utilize their potential, fostering enthusiasm and engagement in their work. As a result, the Northern Agriculture and Forestry College can operate efficiently and achieve its organizational goals with stability. These findings align with the study by Jinapan [19], which examined the motivation of teachers influencing school effectiveness under the Secondary Educational Service Area Office 18. The study found that responsibility was a significant factor influencing teachers' motivation in performing their duties, with an overall high level of impact.

5. Advancement, personnel at the Northern Agriculture and Forestry College exhibit a high level of motivation for self-development in terms of career advancement. This strong motivation reflects their desire for professional growth and opportunities for progression in their careers. Supporting personnel with career advancement opportunities, such as scholarships, training programs, and participation in international knowledge exchange initiatives, not only equips them with the necessary skills and knowledge for higher positions but also contributes to the sustainable development of human resources within the institution. These efforts enable the Northern Agriculture and Forestry College to efficiently achieve its organizational and national goals. This finding aligns with the study by Thavisin et al. [20], which found that motivation related to career advancement significantly influenced job performance among personnel in the Treasury Division of Lampang Municipality, with an overall high level of impact.

6. Salary and Benefits, personnel at the Northern Agriculture and Forestry College exhibit a moderate level of motivation for self-development concerning salary and benefits. Although the study indicates that motivation in this aspect is at a moderate level, it reflects that personnel still value fair compensation and appropriate benefits. These include salary, wages, relevant welfare benefits, and a fair salary increment system. This finding aligns with the study by Thongmomram & Pinaysap [21], which found that salary-related motivation had a moderate impact on job performance among personnel in local administrative organizations in Khian Sa District, Surat Thani Province. This trend suggests a similar pattern across various organizations, particularly those that do not offer exceptionally high salaries but maintain a well-structured benefits system to retain and motivate employees.

Level of Self-Development Needs

The research findings on the level of self-development needs among personnel at the Northern Agriculture and Forestry College indicate that personnel have a high level of desire for self-development. This reflects the significant value placed by personnel on personal development, as it is a process that helps individuals grow and improve in all aspects of life. Self-development enhances one's potential to learn new skills, adapt to changes, and face challenges in life. Additionally, it boosts self-confidence and creates a sense of achievement, enabling individuals to move forward in alignment with their own and the organization's goals.

1. Training, personnel at the Northern Agriculture and Forestry College have a high level of self-development needs in the area of training. This reflects their awareness of the importance of developing the knowledge, skills, and attitudes necessary for effective work performance. It also prepares them to adapt to the constant advancements in science, technology, and the ever-changing environment. As the institution focuses on agricultural and forestry education and research, personnel need continuous training in areas directly related to their work. The research findings align with the study by Mungkung & Butdam [22], which explored the factors influencing self-development in personnel at the Prime Minister's Office, finding that the need for self-development through training is significant and reflects a trend across many organizations.

2. Continue Education, personnel at the Northern Agriculture and Forestry College have a high level of self-development needs in the area of further education. This reflects their commitment to continuously developing their knowledge, abilities, and skills. Especially when personnel are part of a stable government organization with clear career advancement paths, further education becomes a crucial factor that enables personnel to grow in their careers and increase opportunities for promotion. This is consistent with the research conducted by Salalong & Wirathummo [23], which studied the needs and expectations of self-development among teachers in the Trang Provincial Secondary Education Area Office. The findings indicated that teachers have a high level of desire for further education, as it prepares them for future work and creates opportunities for career advancement. This demonstrates that further education not only enhances knowledge but also serves as a key to career development and work stability.

3. Self-directed learning, personnel at the Northern Agriculture and Forestry College have a high level of self-development needs in the area of self-learning. This is because the institution focuses on agriculture and forestry, and personnel must have the ability to learn independently to keep up with technological advancements in their respective fields. Additionally,

self-learning allows personnel to continuously develop themselves without waiting for formal training or further education. This aligns with the research conducted by Boonladee & Jumpaluang [24], which studied the factors influencing self-development among teachers in the Prachuap Khiri Khan Primary Education Area Office 2. The findings of that study are consistent with this one, showing that the need for self-learning is at a high level.

Motivating Factors Influencing the Self-Development Needs of Personnel at the Northern Agriculture and Forestry College

The analysis of the Motivational factors influencing the self-development needs of personnel at the Northern Agriculture and Forestry College, Lao People's Democratic Republic, found that five predictive variables: achievement, work Itself, responsibility, advancement, and salary and benefits. collectively predict the self-development needs of personnel with statistical significance at the 0.001 level. However, the variable related to recognition and respect did not show a statistically significant difference. These five variables have a predictive power of 52.80% ($R^2 = 0.528$).

1. The motivational factor related to achievement significantly influences the self-development needs of personnel at the Northern Agriculture and Forestry College, with statistical significance at 0.01 level. This finding suggests that achievement serves as a crucial driving force that encourages personnel to seek further self-development. When individuals are motivated to achieve success in their work, they naturally develop a stronger desire to enhance their skills and competencies to perform their duties more efficiently. This, in turn, enables the college to achieve its goals with higher quality, contributing to the overall effectiveness of human resource development within the institution. This result is consistent with the study by Cheadowngphuy et al. [25], which examined motivational factors affecting the work performance of personnel in the Maha Sarakham Provincial Administrative Organization. The findings revealed that achievement could significantly explain the variance in employees' self-development needs at the 0.01 significance level.

2. The motivational factor related to work Itself significantly influences the self-development needs of personnel at the Northern Agriculture and Forestry College, with statistical significance at the 0.05 level. This can be explained by the fact that when personnel are assigned tasks that align with their knowledge, skills, and abilities especially tasks that are challenging and stimulate creative thinking they become more motivated to work effectively. Designing jobs that are both challenging and aligned with employees' potential fosters motivation for continuous learning and adaptation to emerging trends in their respective fields. This finding is consistent with the study by Chompatum [26], which examined motivational factors influencing the self-development needs of employees at Test Tech Co., Ltd. The

research found that work itself significantly explained the variance in employees' self-development needs at the 0.05 significance level.

3. The motivational factor related to responsibility significantly influences the self-development needs of personnel at the Northern Agriculture and Forestry College, with statistical significance at the 0.01 level. This finding highlights that responsibility is a crucial factor driving personnel to continuously develop themselves, take greater accountability for their assigned tasks, and enhance their work efficiency. Moreover, when personnel have the autonomy to plan their tasks, choose their work methods, and make important decisions, they are more likely to seek self-development opportunities to align their skills with their responsibilities. This continuous development also enables them to effectively transfer their knowledge to students and local farmers. Therefore, personnel at the college must enhance their capabilities to meet expectations and fulfill their roles more effectively. This finding is consistent with the study by Charoenain & Chaidirek [27], which examined strategies to promote self-development among administrative staff in the courts under the jurisdiction of the Office of the Judiciary, Region 7. The research found that responsibility significantly explained the variance in self-development needs among court administrative staff at the 0.01 significance level.

4. The motivational factor related to advancement has a statistically significant negative influence on the self-development needs of personnel at the Northern Agriculture and Forestry College at the 0.001 level. This finding suggests that when personnel achieve promotions or reach their career goals, they may perceive further self-development as unnecessary. In government institutions such as the Northern Agriculture and Forestry College, career promotion is often a primary goal, as it is closely linked to job security and financial stability. However, once individuals attain a satisfactory position, their motivation for self-development may decline. This could result from a lack of incentives in the performance evaluation system, the absence of external pressure from the organization, or the perception that opportunities for further advancement are limited. This finding aligns with the research by Thitipong & Phasunon [28], which explains that after receiving promotions or achieving career goals, some personnel may no longer see the need for additional self-development. They may feel satisfied with their current position, leading to decreased motivation to engage in activities aimed at further self-improvement.

5. The motivational factor related to salary and benefits has a statistically significant influence on the self-development needs of personnel at the Northern Agriculture and Forestry College at the 0.05 level. This finding indicates that appropriate compensation and good benefits play a crucial role in encouraging continuous self-development among personnel.

Salary and benefits are fundamental factors that impact employee morale and job satisfaction. When personnel receive adequate compensation and benefits that support their quality of life, they are more likely to be motivated to enhance their knowledge and skills to perform their duties more effectively. Additionally, self-development serves as a key pathway for personnel to improve their job performance and increase their chances of receiving higher compensation in the future. This result aligns with the study conducted by Konkaew [29], which examined the motivational factors influencing the self-development needs of academic support personnel at the Faculty of Medicine, Chiang Mai University. The study found that salary and benefits significantly influenced the self-development needs of personnel at the 0.05 statistical significance level.

6. The motivational factor related to recognition was not a statistically significant predictor of the self-development needs of personnel at the Northern Agriculture and Forestry College. This finding suggests that receiving praise, acknowledgment, and trust from colleagues and management is not a primary driver for personnel to feel the need for further self-development. One possible explanation is that personnel at the Northern Agriculture and Forestry College already receive sufficient recognition due to the organizational culture, which values their roles and competencies. The management consistently assigns them important tasks, fostering an environment of implicit trust and acknowledgment. As a result, the need for self-development does not stem from a desire for external recognition but rather from other motivational factors. This result is consistent with the study conducted by Thapasang [30], which examined the motivation for job performance among teachers and staff at Benjamarachutit School, Ratchaburi. The study found that the motivational factor related to recognition was not a statistically significant predictor of self-development needs.

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The new insights derived from the research

The Lao PDR has continuously implemented its National Socio-Economic Development Plans, which have become the country's primary tools for driving progress and serve as strategic mechanisms for national development. At the same time, national advancement fundamentally relies on the capacity building of its people. This research provides valuable insights into motivation and self-development within the specific context of the mentioned college. The findings can assist administrators in understanding the needs and motivational factors that inform policy and program development in alignment with the national strategic plan, which prioritizes human resource development. The study identifies key factors influencing the need for self-development and offers in-depth information on strategies and practices that organizations in Lao PDR, particularly specialized educational institutions, can adopt to enhance personnel development. Moreover, it contributes new knowledge by analyzing the relationship between psychological factors and organizational performance, which can be applied in similar institutional settings. The new knowledge and outcomes of this research have the potential to generate positive changes at both the organizational and societal levels.

Suggestions

1. Recommendations for Practical Application

The following factors are considered influential to personnel's self-development needs: 1) Encouraging and supporting achievement in work, including monitoring success and recognizing accomplishments, which can increase motivation among personnel. 2) Designing job roles that align with individual capabilities, ensuring that tasks correspond to each employee's skills and aptitudes. 3) Promoting responsibility and autonomy in the workplace, while providing opportunities for leadership in various tasks. 4) Reviewing and refining promotion policies to ensure they are consistent, continuous, and clearly defined. 5) Improving the salary and welfare systems to be appropriate and fair, including offering benefits that support learning and professional development.

2. Suggestions for Future Research

1) Investigate deeper underlying factors influencing self-development, as the factor of "career advancement showed a negative impact on self-development needs. Further study is recommended to explore internal factors such as position saturation or uninspiring performance evaluation systems and how they affect motivation.

2) Compare personnel groups by position level or age range to examine differences between administrators, teaching staff, and other age groups in order to identify appropriate, targeted development strategies for each group.

3) Expand the scope of the study to other colleges or departments within the Ministry of Agriculture and Forestry to test the consistency of motivational factors in different contexts and analyze variations resulting from geographical or organizational structure differences.

4) Apply a mixed-methods research approach, as certain variables may not be statistically significant in quantitative analysis but remain contextually important. Incorporating interviews or focus group discussions is recommended to gain deeper qualitative insights.

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